



OVERVIEW

BURLINGTON

MOORESTOWN TWP

GRADE SPAN 04-06

MOORESTOWN UPPER ELEMENTARY SCHOOL

325 BORTON LANDING ROAD

MOORESTOWN, NJ 08057

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

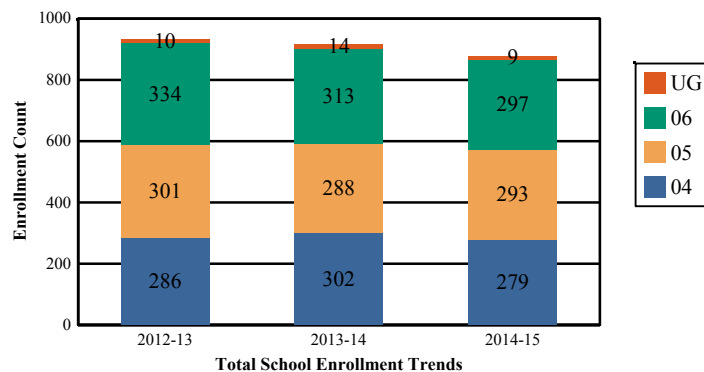
DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

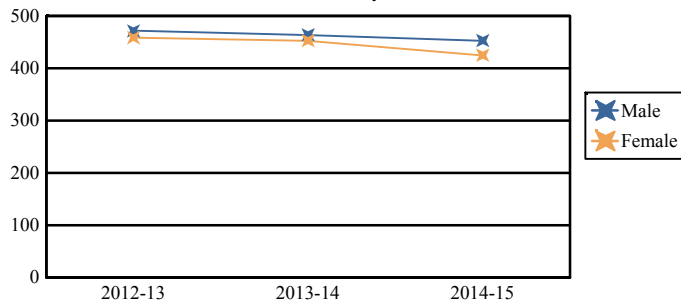


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	931
2013-14	917
2014-15	878

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	472	459
2013-14	464	453
2014-15	453	425

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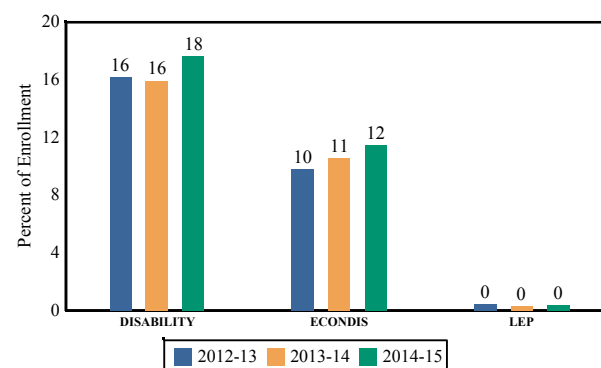
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Enrollment by Ethnic/Racial Subgroup

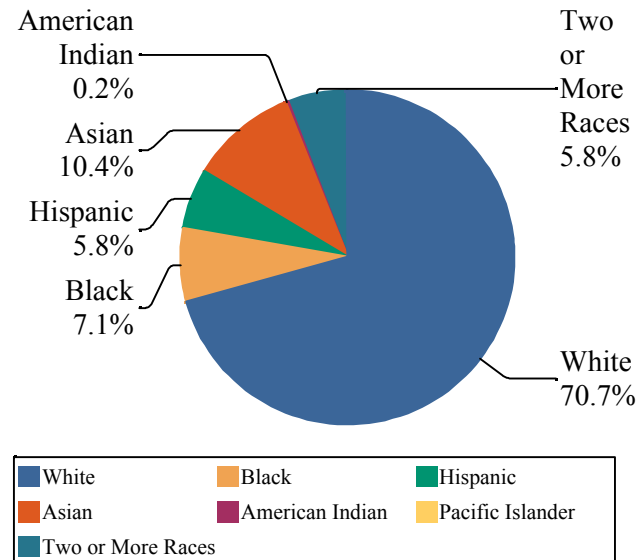
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	155	18%
Economically Disadvantaged Students	101	11.5%
English Language Learners	3	0.3%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	92.4%
Chinese	1.8%
Spanish	1.3%
Korean	0.7%
Telugu	0.6%
Arabic	0.3%
Other	3.0%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	67%	78	77
Math Met or Exceeded Expectation	55%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	766	67.3%	95%	91.1%	YES*
White	541	69.3%	95%	89.7%	YES*
African American	61	39.4%	95%	95.4%	YES
Hispanic	39	48.7%	95%	93.7%	YES*
American Indian	-	-	--	--	--
Asian	81	80.3%	95%	96.7%	YES
Two or More Races	44	75%	95%	92.2%	YES*
Students with Disability	146	35.6%	95%	89.9%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	85	27.1%	95%	93.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	767	54.7%	95%	91.3%	YES*
White	542	54.5%	95%	90%	YES*
African American	61	23%	95%	95.4%	YES
Hispanic	39	35.9%	95%	93.7%	YES*
American Indian	-	-	--	--	--
Asian	81	83.9%	95%	96.7%	YES
Two or More Races	44	65.9%	95%	92.2%	YES*
Students with Disability	146	26.7%	95%	89.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	85	16.5%	95%	93.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	250	762	751	1%	9%	25%	50%	15%	66%	52%
White	165	765	758	1%	8%	22%	52%	18%	70%	63%
African American	24	738	733	4%	25%	42%	29%	0%	29%	30%
Hispanic	14	749	737	0%	14%	43%	43%	0%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	26	769	773	0%	0%	23%	62%	15%	77%	78%
Two or More Races	21	770	760	0%	5%	19%	57%	19%	76%	62%
Students with Disability	52	746	725	4%	23%	27%	40%	6%	46%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	741	734	6%	19%	44%	31%	0%	31%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	254	764	751	2%	9%	18%	58%	13%	70%	53%
White	189	763	757	2%	10%	19%	58%	12%	70%	62%
African American	18	744	734	11%	17%	22%	44%	6%	50%	31%
Hispanic	12	769	737	8%	8%	8%	58%	17%	75%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	22	781	771	0%	5%	14%	59%	23%	82%	77%
Two or More Races	13	772	758	0%	0%	15%	77%	8%	85%	61%
Students with Disability	48	738	723	13%	29%	25%	27%	6%	33%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	742	734	11%	26%	26%	30%	7%	37%	31%

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	262	759	749	2%	11%	21%	54%	12%	66%	50%
White	187	759	755	1%	10%	21%	58%	10%	68%	59%
African American	19	740	732	11%	26%	21%	37%	5%	42%	29%
Hispanic	13	743	736	0%	31%	38%	31%	0%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	33	775	770	3%	3%	12%	48%	33%	82%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	46	727	718	11%	41%	22%	26%	0%	26%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	250	753	744	2%	14%	33%	43%	8%	51%	42%
White	165	754	749	2%	11%	34%	47%	7%	53%	50%
African American	24	729	727	8%	33%	46%	13%	0%	13%	20%
Hispanic	14	737	732	7%	29%	36%	29%	0%	29%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	26	771	769	0%	4%	15%	62%	19%	81%	75%
Two or More Races	21	763	750	0%	14%	29%	33%	24%	57%	52%
Students with Disability	52	736	724	8%	37%	27%	25%	4%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	729	730	8%	42%	39%	8%	3%	11%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	255	754	744	2%	13%	33%	43%	9%	53%	42%
White	190	752	749	1%	12%	38%	42%	7%	49%	49%
African American	18	739	728	6%	33%	22%	33%	6%	39%	21%
Hispanic	12	748	733	8%	17%	25%	33%	17%	50%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	22	770	768	0%	5%	18%	55%	23%	77%	74%
Two or More Races	13	767	749	0%	8%	15%	62%	15%	77%	50%
Students with Disability	48	737	724	8%	33%	25%	29%	4%	33%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	734	731	7%	33%	37%	19%	4%	22%	23%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	262	756	743	1%	14%	25%	46%	15%	60%	42%
White	187	755	749	1%	12%	27%	49%	12%	60%	50%
African American	19	733	726	5%	42%	32%	16%	5%	21%	19%
Hispanic	13	742	731	0%	15%	54%	31%	0%	31%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	33	783	768	0%	6%	3%	48%	42%	91%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	46	724	718	4%	52%	26%	17%	0%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	22	730	729	5%	36%	41%	18%	0%	18%	23%

ACADEMIC ACHIEVEMENT

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

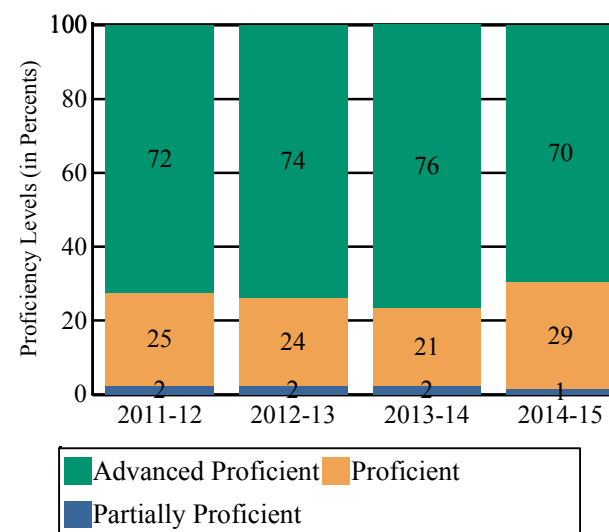
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	29%	1%
White	72%	27%	1%
African American	42%	54%	4%
Hispanic	65%	29%	6%
American Indian	-	-	-
Asian	74%	26%	0%
Two or More Races	77%	23%	0%
Students with Disability	53%	41%	6%
English Language Learners	-	-	-
Economically Disadvantaged Students	45%	55%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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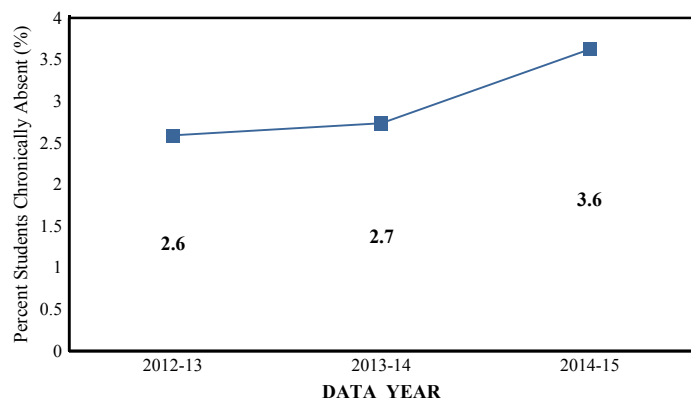
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

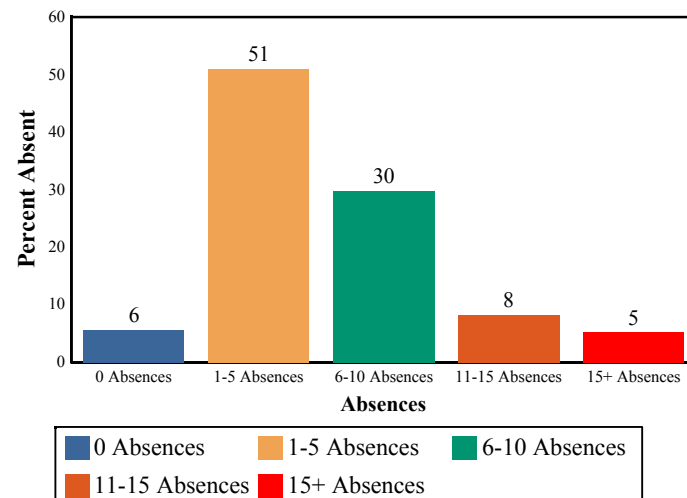


Chronic Absenteeism for 2014-15

3.63%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	17	18	35	YES
Student Growth on Math	52	37	50	35	YES
		27	34		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	2%	1%
Approached	13%	6%	3%
Met	20%	19%	14%
Exceeded	1%	4%	9%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	8%	4%	1%
Approached	13%	11%	7%
Met	8%	18%	17%
Exceeded	0%	2%	9%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	780	773
50th	760	750
25th	742	728
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	773	764
50th	750	742
25th	733	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	43

WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON

MOORESTOWN TWP

GRADE SPAN 04-06

MOORESTOWN UPPER ELEMENTARY SCHOOL

325 BORTON LANDING ROAD

MOORESTOWN, NJ 08057

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	780	773
50th	765	751
25th	746	728
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	777	770
50th	761	749
25th	741	726
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	774	763
50th	751	743
25th	733	723
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	776	763
50th	756	742
25th	737	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

SCHOOL CLIMATE

BURLINGTON

MOORESTOWN TWP

State of New Jersey

2014-15

GRADE SPAN 04-06

05-3360-115

MOORESTOWN UPPER ELEMENTARY SCHOOL

325 BORTON LANDING ROAD

MOORESTOWN, NJ 08057

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 55 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	293

SCHOOL PEER GROUP

BURLINGTON

MOORESTOWN TWP

GRADE SPAN 04-06

MOORESTOWN UPPER ELEMENTARY SCHOOL

325 BORTON LANDING ROAD

MOORESTOWN, NJ 08057

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BERGEN	OAKLAND BORO	DOGWOOD HILL ELEMENTARY SCHOOL	03-3760-040	PK-05	11%	1.4%	17.3%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%
MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%

SCHOOL PEER GROUP

BURLINGTON

MOORESTOWN TWP

MOORESTOWN UPPER ELEMENTARY SCHOOL

325 BORTON LANDING ROAD

MOORESTOWN, NJ 08057

GRADE SPAN 04-06

MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	ROCKAWAY BORO	LINCOLN ELEMENTARY SCHOOL	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%